

Women's jobs more at risk due to lower use of AI

Level: Intermediate (B1–B2)

Time: Approximately 90 minutes

Overview: This article discusses how women are less likely to use AI, which puts them at a higher risk of job loss.

Business topic: AI, work culture, layoffs

Business language: Separable and inseparable phrasal verbs and collocations

Activities: Key words, understanding the text, business language, summarising an article, discussion, giving a presentation

Groups: Whole class, pairs, small groups, one-to-one

Key:

1. *staggering*
2. *persist*
3. *take time off*
4. *all-consuming*
5. *prominent*
6. *upskilling*
7. *hold back*
8. *surpass*
9. *bias*
10. *outdated*
11. *automated*
12. *augmentation*
13. *hype*
14. *spin cycle*
15. *doom and gloom*
16. *in denial about*

4. Understanding the article

- a. Ask students to read the article carefully. Then ask them to choose the correct answer (a, b or c). Have them compare their answers in groups.

Key:

1. *b*
2. *a*
3. *c*
4. *b*
5. *a*
6. *c*
7. *a*
8. *b*
9. *b*
10. *a*

5. Business language – separable and inseparable phrasal verbs

- a. Have students go back to the article and find the phrases. Remind them these may be used in different forms, e.g. past tense, in the article. The students should then decide if the phrases are separable or inseparable. Point out that *run through* may be confused as being both, depending on whether it is a direct or indirect

1. Warmer

- a. Ask students to fill in the table on their own.
- b. Have students discuss their ideas in small groups. Monitor and write any useful vocabulary on the board. Elicit the main ideas that arise from the discussion from the whole class.

2. Reading for gist

- a. Have students skim the article and choose the main idea. Then ask students to scan for phrases that support their answer.

Key:

2

3. Key words

- a. Have students match the key words to the definitions individually and then compare their answers in pairs. Elicit answers from the whole class.

object. *We can run the idea through something* and *run through the idea*. They don't mean the same thing. In the article, in the sentence *ran a series of questions about AI bosses through different chatbots*, the phrase *a series of questions* is the direct object, which makes the phrasal verb separable, but the indirect object (*run through what? – different chatbots*) must come after the phrasal verb. This is why some phrasal verbs are always separable in this way.

Key:

Phrasal Verb	Separable (S) / Inseparable (IS)
take time off	IS
point out	S
set aside	S
hold back	S
seep into	IS
run through	S

- b. Ask students to work in pairs or small groups to complete the task.

Key:

1. verb, pronoun
2. separable
3. pronoun, between
4. inseparable

- c. Have students use the phrasal verbs from task a to fill the sentences. Remind them to use the correct form of the verbs.

Key:

1. set aside
2. pointed out
3. hold back
4. take time off
5. seep into
6. run through

- d. Now have students look at more phrasal verbs useful in a Business English context. Ask them to work in groups and match these phrasal verbs with their definitions and decide if they're separable or inseparable. After you give students all the answers to this task, you can ask them to paraphrase sentences 1-4, separating and not separating the phrasal verbs to show them that both are possible.

Key:

Meaning	Phrasal Verb	S / IS
accept responsibility or workload	take on	S
manage or respond to a problem	deal with	IS
mention or introduce a topic	bring up	S
perform or complete a task	carry out	S
reduce or lower something	cut down	S

1. cut down
2. brought up
3. carry out
4. take on
5. deal with

6. Discussion

- a. Put students in pairs or small groups and ask them to discuss the questions. When students have covered all the questions, bring the whole class back together so that they can share their answers and any interesting information that arose from their discussions.

7. Wider business theme – giving a presentation

- a. Explain that students are going to prepare a presentation on how AI may change their industry and what preparations individuals can make to secure their jobs.
 1. Ask students to work individually and fill in the table. Allow them to use the internet to search for some ideas if needed.
 2. Have students practise the presentation by themselves. This is an important step in refining their work. It also gives them a chance to ask you about any new language they may need. Then ask students to work in pairs to take turns presenting or do it as a class if you have time. You can also ask students to do this at home and record their presentations. Their classmates can then post comments on their videos.